



## EAU CLAIRE HIGH

4800 Monticello Rd.  
Columbia, South Carolina

|                       |                     |              |
|-----------------------|---------------------|--------------|
| <b>Grades</b>         | 9-12 High School    |              |
| <b>Enrollment</b>     | 789 Students        |              |
| <b>Principal</b>      | Rodney C. Zimmerman | 803-735-7600 |
| <b>Superintendent</b> | Dr. Percy A. Mack   | 803-231-7500 |
| <b>Board Chair</b>    | Vince Ford          | 803-231-7556 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| <b>2010</b> | <b>Average</b>  | <b>Good*</b>  |
| 2009        | At-Risk         | At-Risk       |
| 2008        | At-Risk         | Good          |
| 2007        | At-Risk         | Excellent     |
| 2006        | At-Risk         | Below Average |

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0         | 2    | 12      | 5             | 14      |

\* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

|                        | Our High School |       |       | High Schools with Students Like Ours |       |       |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| Percent                | 2008            | 2009  | 2010  | 2008                                 | 2009  | 2010  |
| Passed 2 subtests (%)  | 66.8%           | 57.4% | 59.9% | 64.8%                                | 58.2% | 60.3% |
| Passed 1 subtest (%)   | 16.3%           | 20.6% | 16.6% | 16.4%                                | 20.4% | 19.3% |
| Passed no subtests (%) | 16.8%           | 22.0% | 23.5% | 19.3%                                | 23.7% | 22.7% |

HSAP Passage Rate by Spring 2010

|         | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| Percent | 86.2%           | 83.1%                                |

Four-Year Cohort Graduation Rate

|  | Our High School |       | High Schools with Students Like Ours |       |
|--|-----------------|-------|--------------------------------------|-------|
|  | 2009*           | 2010  | 2009*                                | 2010  |
| Number of Students in Four-Year Cohort | 183             | 239   | 121                                  | 134   |
| Number of Graduates in Cohort          | 127             | 156   | 79                                   | 85    |
| Rate                                   | 69.4%           | 65.3% | 59.7%                                | 62.7% |

\*Used to calculate current AYP.

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours* |
|---|-----------------|---------------------------------------|
| Algebra 1/Math for the Technologies 2           | 82.1%           | 57.0%                                 |
| English 1                                       | 47.5%           | 48.7%                                 |
| Physical Science                                | 45.4%           | 33.8%                                 |
| US History and the Constitution                 | 14.3%           | 24.1%                                 |
| All Tests                                       | 45.4%           | 40.0%                                 |

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
| <b>Students (n=789)</b>  |            |                       |                                      |                    |
| Retention rate   | 4.9%       | Down from 6.3%        | 5.6%                                 | 3.7%               |
| Attendance rate  | 94.8%      | Up from 94.0%         | 94.6%                                | 95.4%              |
| Eligible for gifted and talented   | 7.9%       | Up from 5.7%          | 3.2%                                 | 12.4%              |
| With disabilities other than speech  | 13.2%      | Up from 9.8%          | 14.5%                                | 12.8%              |
| Older than usual for grade   | 14.7%      | Down from 15.5%       | 14.7%                                | 9.1%               |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.1%       | Down from 2.7%        | 2.1%                                 | 1.1%               |
| Enrolled in AP/IB programs   | 8.1%       | Down from 14.4%       | 4.6%                                 | 13.1%              |
| Successful on AP/IB exams  | N/A        | N/A                   | 40.0%                                | 50.4%              |
| Eligible for LIFE Scholarship  | 30.4%      | Up from 26.2%         | 26.4%                                | 30.4%              |
| Annual dropout rate  | 6.5%       | Up from 6.0%          | 2.5%                                 | 3.1%               |
| Career/technology students in co-curricular organizations                    | 0.0%       | Down from 1.9%        | 3.4%                                 | 2.2%               |
| Enrollment in career/technology courses                                      | 374        | Down from 400         | 239                                  | 424                |
| Students participating in work-based experiences                             | 4.4%       | Up from 0.0%          | 8.5%                                 | 11.7%              |
| Career/technology students attaining technical skills                        | 79.7%      | Up from 73.3%         | 74.2%                                | 78.7%              |
| Career/technology completers placed  | 97.1%      | Down from 97.8%       | 97.1%                                | 98.5%              |
| <b>Teachers (n=57)</b>   |            |                       |                                      |                    |
| Teachers with advanced degrees   | 75.4%      | Down from 81.0%       | 54.5%                                | 60.4%              |
| Continuing contract teachers   | 70.2%      | Up from 61.9%         | 58.5%                                | 76.6%              |
| Teachers with emergency or provisional certificates                          | 17.9%      | Down from 19.0%       | 19.6%                                | 6.5%               |
| Teachers returning from previous year  | 84.6%      | Up from 83.3%         | 78.2%                                | 86.8%              |
| Teacher attendance rate  | 93.1%      | Down from 94.4%       | 96.2%                                | 95.8%              |
| Average teacher salary*  | \$48,006   | Up 0.0%               | \$44,664                             | \$47,390           |
| Professional development days/teacher  | 12.9 days  | Down from 19.6 days   | 10.5 days                            | 10.0 days          |
| <b>School</b>  |            |                       |                                      |                    |
| Principal's years at school  | 3.0        | Up from 2.0           | 3.0                                  | 4.0                |
| Student-teacher ratio in core subjects                                       | 22.6 to 1  | Up from 22.5 to 1     | 21.8 to 1                            | 25.8 to 1          |
| Prime instructional time   | 86.6%      | No Change             | 89.4%                                | 90.1%              |
| Dollars spent per pupil**  | \$13,310   | Up 4.0%               | \$10,292                             | \$7,974            |
| Percent of expenditures for teacher salaries**                               | 52.6%      | Up from 51.6%         | 52.2%                                | 55.4%              |
| Percent of expenditures for instruction**                                    | 56.1%      | Down from 58.1%       | 58.9%                                | 60.4%              |
| Opportunities in the arts  | Excellent  | No Change             | Good                                 | Excellent          |
| SACS accreditation   | Yes        | No Change             | Yes                                  | Yes                |
| Parents attending conferences  | 97.0%      | Up from 96.6%         | 97.6%                                | 96.0%              |
| Character development program  | Excellent  | No Change             | Good                                 | Good               |
| Modern language program assessment   | N/A        | N/A                   | Average                              | Average            |
| Classical language program assessment  | N/A        | N/A                   | N/A                                  | Average            |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Performance By Student Groups

|                            | HSAP Passage Rate by Spring 2010 |       | End of Course Tests Passage Rate |       | On-time Graduation Rate, 2010 |       |                   |
|----------------------------|----------------------------------|-------|----------------------------------|-------|-------------------------------|-------|-------------------|
|                            | n                                | %     | t                                | %     | n                             | %     | Met AYP Objective |
| All Students               | 167                              | 86.2% | 628                              | 45.4% | 239                           | 65.3% | No                |
| Gender                     |                                  |       |                                  |       |                               |       |                   |
| Male                       | 64                               | 79.7% | 290                              | 43.4% | 106                           | 49.1% | N/A               |
| Female                     | 103                              | 90.3% | 338                              | 47.0% | 133                           | 78.2% | N/A               |
| Racial/Ethnic Group        |                                  |       |                                  |       |                               |       |                   |
| White                      | N/A                              | N/A   | N/A                              | N/A   | N/A                           | N/A   | N/A               |
| African American           | 163                              | 85.9% | 588                              | 45.4% | 231                           | 65.4% | N/A               |
| Asian/Pacific Islander     | N/A                              | N/A   | N/A                              | N/A   | N/A                           | N/A   | N/A               |
| Hispanic                   | N/A                              | N/A   | 21                               | 38.1% | N/A                           | N/A   | N/A               |
| American Indian/Alaskan    | N/A                              | N/A   | N/A                              | N/A   | N/A                           | N/A   | N/A               |
| Disability Status          |                                  |       |                                  |       |                               |       |                   |
| Disabled                   | 18                               | 66.7% | 80                               | 28.8% | 24                            | 37.5% | N/A               |
| Migrant Status             |                                  |       |                                  |       |                               |       |                   |
| Migrant                    | N/A                              | N/A   | N/A                              | N/A   | N/A                           | N/A   | N/A               |
| English Proficiency        |                                  |       |                                  |       |                               |       |                   |
| Limited English Proficient | N/A                              | N/A   | 21                               | 14.3% | N/A                           | N/A   | N/A               |
| Socio-Economic Status      |                                  |       |                                  |       |                               |       |                   |
| Subsidized meals           | 112                              | 84.8% | 486                              | 43.8% | 159                           | 63.5% | N/A               |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Eau Claire High School offers a comprehensive curriculum designed to meet the needs of students seeking post-graduation degrees from two or four year colleges/universities, a military career, or entrance into the work force. Our curriculum offers Advanced Placement (AP) and College Prep (CP) courses as well as Honors and Career and Technology Education or CATE courses. Opportunities are in place for students to participate in internships and co-op activities. As a High School That Works (HSTW) site, the school continues to focus on HSTW ten key practices. Committed to the High School That Works concept, in addition to key practices currently in place such as high expectations, extra help, and the use of data, the advisement (advisee/advisor) component of HSTW has also been implemented to assist students.

The school continues to provide opportunities for increased teacher, staff, and student capacity. Staff development and academic workshops are conducted to assist teachers and support staff in the delivery of classroom instruction and other student services. Known as “focused staff development,” each activity is data-driven and based on student needs. Tutorial sessions before and after school, as well as Saturday School, are offered to all students. The Saturday School program or W.E.C.A.R.E. (Week End Classes Aimed at Reaching Everyone) provides students the opportunity to receive HSAP, End of Course (EOC), and SAT/ACT Prep assistance. In addition, our afterschool program or Extra B.A.S.E.S (Before and After School Extended Services) offers students academic assistance in all their course work. Opportunity to recover credit is also available to our students. Mini-student body data presentations are conducted to increase student awareness of the school’s academic performance, establish school-wide goals, and increase student involvement in the learning process.

With student achievement a top priority, the school continues to see evidence of students’ academic success. The establishment of Recognition and Appreciation Day, Quarterly Honors and Awards Programs, Character Counts, the ACT 21 Club, and the SAT (Verbal and Math) 1000 Club initiatives have all increased student awareness of the importance of good grades and good character and have led to improved student academic performance and numerous academic awards. In addition to academic success, our athletics program continues to thrive, producing region champions in several areas and a state championship. Our Fine Arts Department and other co-curriculum areas also continue to be recognized for outstanding performances and presentations.

Our School Improvement Council (SIC) and booster clubs continue to provide vital support for Eau Claire High. These organizations are very active and constantly help to meet the needs of the school. However, in the pursuit of academic excellence, we will continue to solicit parental, community, and business support through partnerships and our re-established Parents, Teachers, and Students Organization or PTSO.

Rodney C. Zimmerman, Principal

Lina Wehbi, SIC Chairperson

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 45       | 132       | 25       |
| Percent satisfied with learning environment            | 55.6%    | 76.9%     | 92.0%    |
| Percent satisfied with social and physical environment | 73.3%    | 82.6%     | 66.7%    |
| Percent satisfied with school-home relations           | 46.5%    | 85.6%     | 84.0%    |

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |     |
|---------------------------|-----|
| School Improvement Status | N/A |
|---------------------------|-----|

School Improvement Key

|       |   |
|-------|---|
| NI    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP    | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD  | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality Data

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 1.8%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.7%         | 5.6%  |

  

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 13.4%      | 0.0%            | No                  |

**HSAP Performance By Group**

|   | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* | Performance Objective Met | Participation Objective Met |
|---|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
| <b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b> |                               |          |               |         |              |            |                                  |                                    |                                 |                           |                             |
| All Students  | 187                           | 100      | 27.7          | 41      | 21.4         | 9.8        | 44.5                             | 58.5                               | 65.9                            | Yes                       | Yes                         |
| Male  | 88                            | 100      | 35.4          | 41.8    | 17.7         | 5.1        | 38                               | 53.7                               | 60.8                            | N/A                       | N/A                         |
| Female  | 99                            | 100      | 21.3          | 40.4    | 24.5         | 13.8       | 50                               | 62.9                               | 71                              | N/A                       | N/A                         |
| White   | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | 84.6                               | 77.5                            | I/S                       | I/S                         |
| African American  | 182                           | 100      | 27.8          | 41.4    | 21.3         | 9.5        | 43.8                             | 51.6                               | 49.7                            | Yes                       | Yes                         |
| Asian/Pacific Islander  | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | I/S                                | 80.2                            | I/S                       | I/S                         |
| Hispanic  | 3                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | 56.7                               | 56.8                            | I/S                       | I/S                         |
| American Indian/Alaskan   | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | I/S                                | 65.9                            | I/S                       | I/S                         |
| Disabled  | 26                            | 100      | 70.8          | 25      | 4.2          | 0          | 8.3                              | 12.4                               | 21.3                            | I/S                       | I/S                         |
| Migrant   | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | N/A                                | I/S                             | N/A                       | N/A                         |
| Limited English Proficient  | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | 63.2                               | 47.3                            | I/S                       | I/S                         |
| Subsidized meals  | 138                           | 100      | 31.3          | 40.5    | 19.8         | 8.4        | 39.7                             | 47.4                               | 51.5                            | No                        | Yes                         |

|   |     |     |      |      |      |     |      |      |      |     |     |
|---|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| <b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b> |     |     |      |      |      |     |      |      |      |     |     |
| All Students  | 187 | 100 | 32.9 | 33.5 | 26   | 7.5 | 47.4 | 52.1 | 62.3 | Yes | Yes |
| Male  | 88  | 100 | 39.2 | 30.4 | 22.8 | 7.6 | 44.3 | 51.5 | 61.7 | N/A | N/A |
| Female  | 99  | 100 | 27.7 | 36.2 | 28.7 | 7.4 | 50   | 52.7 | 63   | N/A | N/A |
| White   | 1   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 78.8 | 75   | I/S | I/S |
| African American  | 182 | 100 | 33.1 | 33.1 | 26.6 | 7.1 | 47.9 | 45.3 | 44   | Yes | Yes |
| Asian/Pacific Islander  | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 85.5 | I/S | I/S |
| Hispanic  | 3   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 50   | 56.7 | I/S | I/S |
| American Indian/Alaskan   | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 62.5 | I/S | I/S |
| Disabled  | 26  | 100 | 70.8 | 25   | 4.2  | 0   | 12.5 | 15.4 | 22.1 | I/S | I/S |
| Migrant   | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | N/A  | I/S  | N/A | N/A |
| Limited English Proficient  | 1   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 50   | 52.6 | I/S | I/S |
| Subsidized meals  | 138 | 100 | 34.4 | 32.8 | 27.5 | 5.3 | 46.6 | 40.9 | 48.1 | No  | Yes |

|   |     |      |      |      |     |     |     |     |     |     |     |
|---|-----|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| <b>Physical Science (End-of-Course Test performance by Group)</b> |     |      |      |      |     |     |     |     |     |     |     |
| All Students  | 187 | 92.0 | 75.6 | 15.7 | 5.8 | 2.9 | 8.7 | N/A | N/A | N/A | N/A |
| Male  | 88  | 87.5 | 77.9 | 13.0 | 5.2 | 3.9 | 9.1 | N/A | N/A | N/A | N/A |
| Female  | 99  | 96.0 | 73.7 | 17.9 | 6.3 | 2.1 | 8.4 | N/A | N/A | N/A | N/A |
| White   | 1   | I/S  | I/S  | I/S  | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| African American  | 182 | 92.3 | 75.0 | 16.1 | 6.0 | 3.0 | 8.9 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander  | N/A | I/S  | I/S  | I/S  | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic  | 3   | I/S  | I/S  | I/S  | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| American Indian/Alaskan   | N/A | I/S  | I/S  | I/S  | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled  | 26  | 84.6 | 90.9 | 9.1  | 0.0 | 0.0 | 0.0 | N/A | N/A | N/A | N/A |
| Migrant   | N/A | I/S  | I/S  | I/S  | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Limited English Proficient  | 1   | I/S  | I/S  | I/S  | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsidized meals  | 138 | 93.5 | 77.5 | 14.7 | 4.7 | 3.1 | 7.8 | N/A | N/A | N/A | N/A |

\* Adjusted to account for natural variation in performance.

| Two-Year HSAP Trend Data   |             |                               |          |               |         |              |            |                                  |                                    |                                 |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|  | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* |
| English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced) |             |                               |          |               |         |              |            |                                  |                                    |                                 |
| All Students   | 2009        | 209                           | 99.5     | 26.2          | 49.7    | 17.3         | 6.8        | 34                               | 56.4                               | 61.8                            |
|  | 2010        | 187                           | 100      | 27.7          | 41      | 21.4         | 9.8        | 44.5                             | 58.5                               | 65.9                            |
| Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)           |             |                               |          |               |         |              |            |                                  |                                    |                                 |
| All Students   | 2009        | 209                           | 99.5     | 36.5          | 35.4    | 21.9         | 6.3        | 35.4                             | 52.3                               | 62.7                            |
|  | 2010        | 187                           | 100      | 32.9          | 33.5    | 26           | 7.5        | 47.4                             | 52.1                               | 62.3                            |

\* Adjusted to account for natural variation in performance.